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ABSTRACT

This resource handbook lists print materials, videos, juvenile books, organizations, and agencies to assist professionals working to integrate young children with disabilities or other special needs into preschool settings. The first section lists books, articles, ERIC (Educational Resources Information Center) documents, and videos separately within each of the following categories: general information, curriculum planning and program design, social aspects in the classroom, information on/for families, information on specific disabilities, juvenile books, and other books. The next section lists general resources according to function and/or affiliation. Included are local (Massachusetts) organizations and agencies, national organizations, video distributors, journals and magazines, and newsletters. The final section lists specialized resources relating to information clearinghouses, workshops, children's activities/curriculum, financial sources, the Americans with Disabilities Act, equipment/toys, and publishers/book catalogs. (DB)

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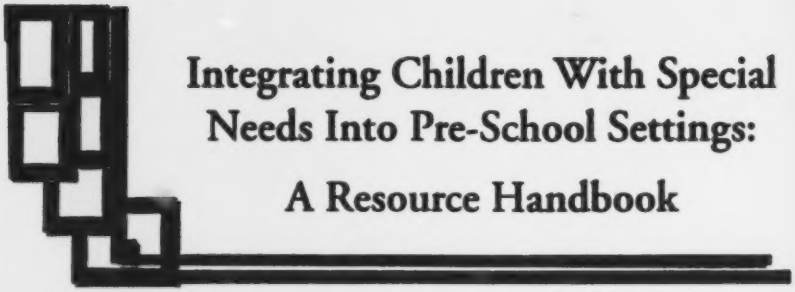

Integrating Children With Special Needs Into Pre-School Settings: A Resource Handbook

BY THE

Child Care Careers Institute

Cambridge, Massachusetts

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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What is the Child Care Careers Institute?

The Child Care Careers Institute is a community-based collaborative with a two-fold mission: to promote the professional development and career advancement of the child care workforce, and to influence the institutions and policies which are essential to that development.

Institute members include child care providers, colleges, resource and referral agencies and community education and advocacy groups dedicated to improving the lives of children and those who care for them. A unique local funding coalition spearheaded by the United Way of Massachusetts Bay enables the Institute to serve more than 80 cities and towns in the United Way service area.

What Does the Institute Do?

Models for Community-Based Training

Current projects include:

- **Family day care** Outreach Projects in English and Chinese form support networks for potential providers in low income communities.
- **Home Visitor** Training Projects in English and Spanish tackle the lack of bilingual training resources for staff who supervise home-based care.
- **Mentor Teacher** Training Projects for Preschool and School Age Providers provide incentives for keeping our best teachers in the classroom.
- **Director** Training and Support Group Projects help administrators deal with the increasingly complex social and family problems faced by child care programs.

Strategic Problem Solving

- **Higher Education Consortium**—a pioneering effort to bring colleges together to improve institutional access for child care professionals.
- **Critical Issue Task Forces**—providing a collective voice on such serious issues as career development in school age child care.
- **Information Clearinghouse**—making hard-to-find publications and training information available and accessible to the people who need them.

How Can I Participate?

Collaboration is the cornerstone of all of the Institute's work. If you are interested in helping with the Institute's efforts in any way, your contribution will be welcomed. Write to the *Child Care Careers Institute* at 99 Bishop Richard Allen Drive, Cambridge, MA 02139 for more information.

Institute Staff:

Christine Callahan, Executive Director
Val Hinderlie, Program Manager

United Way of Massachusetts Bay

CHILD CARE INITIATIVE

August 1993

Dear Colleague,

The Child Care Careers Institute is happy to present the latest publication from our Information Clearinghouse, ***Integrating Children with Special Needs Into Pre-School Settings: A Resource Handbook.***

We hope this bibliography will help child care providers, administrators and teachers make their classrooms, centers and homes welcoming and diverse settings for all children by giving them additional tools for integrating children with special needs into their care and education programs.

We appreciate the assistance of Wheelock College's Graduate School on this project. Through their Graduate Assistant Program, Valentina Stupak was placed at the Institute as an intern and she produced this handbook nearly singlehandedly. Thanks also go to Val Hinderlie, the Institute's Program Manager, for her helpful oversight of the project.

No Institute project would be possible without the dedication of all our members and the funding and other assistance we receive from United Way of Massachusetts Bay, the Hyams Foundation, the Riley Foundation, Shawmut Bank, Bank of Boston, the Boston Foundation, the Boston Globe Foundation, New England Telephone, State Street Bank and Filene's. Their joint funding of the *Child Care Initiative* has highlighted the importance of education and training for all child care providers. We thank them for their support and their direction.

We hope you find this latest Institute publication helpful.

Christine Callahan
Executive Director

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Introduction

There is a growing movement toward awareness in the field of education. By recognizing the unique contributions which can be made to a classroom by children of differing ability levels, we are beginning to open doors which have remained closed for too long. Over the last twenty years there has been a slow trend toward inclusion rather than exclusion, accomodation instead of rejection. The integration of children with special needs into the "regular" classes of public and private schools can be seen as an outgrowth of this movement.

We are progressing from the idea of "mainstreaming", which implied that children with disabilities were somehow separate from the mainstream of society and needed to be brought in; to the ideals of inclusion and integeration — which recognize that they are already here, and that our responsibility is to make sure all children are equally welcomed and provided for.

This philosophy has gone from an idealistic goal to a legal responsibility. Children must be educated in the least restrictive environment possible. This includes infants and toddlers as well as children of preschool age. Historically, there has been a lag in services for children from 3-5, but with more preschools and daycare centers opening their doors to children of all abilities, this is fast becoming a problem of the past. More children and families are being served in regular educational settings than ever before.

However, there are practical considerations to the application of this basic civil right. Teachers are often not trained to work with children who have handicapping conditions. They may worry about how the parents of the other children will feel, or how they will work with the parents of the new child. They may have questions about the law, suitable curriculum, or how to facilitate peer involvement.

This manual is designed to address these concerns and give child care providers and early childhood educators information and

assistance. It lists many kinds of resources from printed matter, to organizations to publications. Also provided is information on workshops and compliance with the Americans with Disabilities Act.

Who are these children?

In the past, integration was available only for children with disabilities which presented the least disruption to normal classroom routine. These children needed very little special assistance to function well in a mainstream setting.

This is not the current situation. The law states that all children, regardless of type or severity of disability must be served. The ADA defines eligible individuals as having:

> a physical or mental impairment which substantially limits one or more of the "major life activities" such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning or working.

Children with a variety of handicapping conditions are now knocking at the doors of our schools, and it is our responsibility, not only to let them in, but to make them feel at home. This can be harder in practice than it is in theory.

A preschool teacher may find she is including children with Down syndrome and cerebral palsey in her classroom, although she does not understand how to meet their individual needs. A day care provider may have to find ways to restructure activities in order to include a child with a hearing impairment or one who uses a wheelchair.

What are the benefits?

There are benefits to making these difficult, and at times intimidating, adjustments. Children with disabilities will have the opportunity to learn socially appropriate behavior from thier non-handicapped peers. They will be offered a wider range of locations

and educational philosophies than if they were placed in segregated settings. They will be afforded participation in the community, rather than be separated and excluded from their peers.

Children without disabilities can benefit as well. They may learn to become more tolerant and less fearful of differences in others. They can grow in compassion and social awareness. They will also have opportunities to improve self-esteem and learn about cooperation through give and take with the students who have ability levels which are different from their own.

But most of all, they can learn that "different" does not necessarily mean less-able.

What are the barriers?

Teacher training and experience may be a barrier to sucessful inclusion, since some teachers and providers may feel they do not have enough information about working in an integrated setting. Parents of the non-disabled children may feel threatened or nervous about the inclusion of children with handicaps into the program. The parents of the children with special needs may want more than can be provided, or be worried about their child's being socially accepted in a normalized setting. Architectural barriers may also exist, limiting access for children with physical disabilities. Curricula may need to be revised to accomodate children with cognitive disabilties or sensory impairments.

The solution to many of these problems is an increase in information and support to parents and teachers in the community. This manual seeks to address that need in a concrete and practical way.

Using the Bibliography...

This bibliography is meant to provide the professional with a solid starting point for her research into integration and inclusion. For easy referencing, it is divided into sections which reflect various aspects of the subject. These sections are then further divided into sub-categories of books, printed matter and videos.

Also included are references from the ERIC information system. ERIC, or the Educational Resources Information Center, is a national information system which can be found at some libraries and colleges. Its data base provides current listings of documents and journal articles pertaining to education. Since new selections are added monthly, professionals can access the most current information in the field. If you can not find an ERIC system near by, you may call ACCESS ERIC at (800) USE-ERIC for more information.

The ERIC listings in this bibliography include the ERIC access number for referencing.

Information is given with as much detail as possible. For example, if the first initial of the author, the publishing house or the copyright date is known, it has been included for your convenience. All books, journal articles and videos should be available from local resources, including bookstores, public libraries and college libraries. For further assistance in locating these materials, publishers' and journal addresses as well as the addresses of video distributors has been included.

Inclusion of a book, journal, or organization in this bibliography does not imply endorsement by the Child Care Careers Institute.

General Information on Integration

For some professionals, the idea of integration may be completely foreign. Although there are laws which ensure a child with disabilities' right to an inclusive education, compliance with them has been slow. Often, teachers are not given adequate support and information before integration takes place.

In an effort to address this situation, the resources listed in this section will give you information about the basic principles of integration. Since some are not directly targeted for preschool teachers, they may not all relate directly to your classroom. They are, however, an excellent starting point for the professional who would like to enhance her/his knowledge of the integration movement and the legal, ethical and educational forces which drive it.

BOOKS

1. Hand in Hand, Massachusetts Department of Education, 1992.

This handbook is a comprehensive guide to inclusion, with information about planning for integration, classroom and curriculum design, and planning an IEP. It also includes a checklist for appropriate integrated settings and ideas for program evaluation.

2. Hazel, R. and Others.

A Community Approach to an Integrated Service System For Children With Special Needs. Paul H. Brookes, 1992.

This manual includes strategies, plans and activities for improving service delivery for young children (0-3) who have disabilities or chronic illnesses. It is especially useful for developing plans which meet the PL 99-457 requirements.

3. Healy, A., Keesee,P. and Smith, B.

Early Services for Children With Special Needs, Brookes Publishing Company, Baltimore, MD. 1989.

This book summarizes the concepts contained in PL 99-457

withquotes from parents and professionals. The book discusses the need for meaningful parent/professional involvement, suggests possible action and offers its own annotated bibliography.

4. Meisels, J. (Ed.).

Mainstreaming Handicapped Children: Outcomes, Controversies and New Directions. L. Erlbaum Associates, 1985.

This book examines the history and future of integration. It discusses the origins and goals of mainstreaming and its effects on both handicapped and non-handicapped children. It helps professionals apply principles of child development and recent research findings to preschool integration. It also looks at play behavior, impact on teachers and strategies for enhancing social outcomes in the classroom.

5. Ordover.

Educational Rights of Children With Disabilities.

This is a handy reference book which explains the legal rights of children with disabilities with regard to their education. It is easy to read, clear and well organized, and is designed for both parents and professionals.

6. Peck, C., Odom, S. and Bricker, D.

Integrating Young Children With Disabilities Into Community Programs: Ecological Perspectives on Research and Implementation. Paul H. Brookes, 1992.

An overview of research, program evaluation and models of integration, this book examines the effects on teachers, parents and children of the mainstreaming experience. It includes suggestions for staff development, intervention tactics and service structures that include family involvement. It is a combination of a literature review, a summary of current research and a professional guide. It is very useful for the professional who wants a lot of information but has limited time to spend searching it out.

7. Planning Integrated Preschool Programs, Massachusetts Department of Education, 1992.

This is an informative manual put out by the department which details many aspects of integrating an existing preschool program. It includes an explanation of various models of service delivery, as well as some of the specific issues an educator will face in the process. It is available by writing or calling the department directly.

8. Robison.

Preschool Provision For Children with Special Needs.

Based on schools in the United Kingdom, this book offers some ideas on how programming for preschoolers with disabilities is being handled internationally.

9. Thurman, S. K.

Infants and children with Special Needs: A Developmental and Ecological Approach. Paul H. Brookes Publishing, 1990.

This book illustrates the emerging viewpoint of using an ecological approach to serving children with special needs and their families. It examines types of risk, what is typical and atypical development, and ways in which to assess the child, not only as an individual, but also as part of an ecological system. This is a good, basic resource for professionals who are just beginning to be acquainted with the ecological perspective.

10. Williams.

A Glossary of Special Education.

This book contains definitions of educational, medical, psychological and social work terms which are related to working with children who have disabilities. The explanations are short and concise, and help the education professional understand some of the jargon used by other disciplines.

11. Wolfendale, S.

Primary Schools and Special Needs. Policy Planning and Provision. Paul H. Brookes, 1987.

This book is a re-examination of the concept of special education. It introduces a theme of "collective responsibility" and argues that parents, teachers and school personnel can serve in a child's development and education. It is meant as a starting point for the professional who is involved with special needs children in the school system.

ARTICLES

1. Blancher-Dixon, J. and Others (1981).

Mainstreaming at the Early Childhood Level: Current and Future Perspectives. Mental Retardation, Vol. 19, No. 5. Oct. 1981. pp. 235-241.

This article presents a review of empirical and conceptual information on mainstreaming. It includes such topics as child outcomes, teacher variables and the effects on parents. It also provides a rationale for the integration movement.

2. Bloom, D. (1991).

Mainstreaming Remains the Goal. Day Care and Early Education, Vol. 19.

This is a short article which details the history of the integration movement as well as the current situation.

3. Bogin, J. (1991).

The Sunrise Children's Center: Including Children With Disabilities in Integrated Day Care Programs, Children Today, Vol. 20, No. 2, pp. 13-19.

This article describes the educational philosophy and practices of the Sunrise Children's Center in Amherst, New Hampshire, which is an integrated preschool setting for children aged two to six. It is illustrated with case studies of children who attend the center.

4. Buzzelli, C.A. and File, N.K. (1991).

The Special Needs of Teachers of Special Children, Day Care and Early Education, Vol. 17, No. 4.

This article discusses the importance of peer relations in the integrated classroom and looks at a variety of teaching problems, including the difference between teacher's and children's goals for integration. It provides concrete strategies as well as a theoretical discussion of the issues.

5. Cole, K. and Others (1991).

Effects of Preschool Integration for Children With Disabilities, Exceptional Children, Vol. 58, September, 1991. pp. 36-45.

This is a research article which details the results of a study done with a group of preschool children in both integrated and non-integrated settings. One of the conclusions drawn is that the higher the disabled child's level of function, the more beneficial integration becomes to them at this age.

6. The Early Childhood Network.

Newsletter, Vol. 1, August/September, 1992.

This is a theme issue devoted to working with children who are disabled. It includes articles relating to various topics such as *Caring For a Child With Disabilities* by Karen Sheaffer from the OFC and *Thoughts on Working With Parents of Special Needs Children* by Kimberly Lopes-Mota. This issue may be obtained by calling the newsletter office directly at (617) 489-3406.

7. Hanline, M. (1985).

Integrating Disabled Children, Young Children, January, 1985.

This is a general article which discusses various implications of integration. Topics covered include the fear that "normal children" will imitate the unacceptable behaviors of their disabled peers, and concern for the developmental progress of all children in the classroom. The article addresses these issues with the results of various research projects.

8. Hebbeler, K., Smith, B., and Black, T. (1991).
Federal Early Childhood Special Education Policy: A Model For The Improvement of Services For Children With Disabilities, Exceptional Children, Vol. 58, No. 2, Oct.-Nov. 1991. p. 104.

This article reviews how services for children 0-5 who have disabilities have expanded and improved in the last 25 years. Federal policy is discussed, along with all major legislation in this area. It provides a good historic background as well as information about current mandated standards.

9. *Locked In/ Locked Out: Tracking Placement Practices In Public Schools-A Report By The Massachusetts Advocacy Center.* Please see: Chapter Three: Is More Really Less? March, 1990.

This handbook is an exploration of the place several groups of children hold in the education system of the state. While its main focus is on ethnic minorities, it does have a chapter on children with disabilities. It concerns school age children, but many of the issues are relevant to other age groups.

10. Lowenthal, B. (1992).
Collaborative Training in the Education of Early Childhood Educators, Teaching Exceptional Children, Summer, 1992.

This article discusses the mandate of PL 99-457 that preschoolers with special needs be placed in the least restrictive environment possible. It explores how early childhood educators can use special educators as a resource, and how the two disciplines can collaborate to provide improved service to all children.

11. *Parent's Guide To Chapter 766*
Massachusetts Office for Children

This handout, available from the OFC offers parents and professionals an easy explanation of the 766 law. It discusses the process of screening/referral, developing an IEP, assessing a child, and appealing decisions. It also includes a glossary and a summary of parent's rights.

12. Ross, H.W. (1992).
Integrating Infants With Disabilities? Can "Ordinary" Caregivers do it?, Young Children, March, 1992.
This article discusses the difficulties professionals face when they begin to integrate their classrooms. It discusses minimum program requirements, program components and planning strategies. It also discusses the advantages of mainstreaming.

13. Salisbury, C. (1991).
Mainstreaming During the Early Childhood years. Exceptional Children, Vol. 58, No. 2, Oct.-Nov., 1991. p. 146.
This article discusses the difficulty professionals face when they must implement integration in their classrooms. It examines such issues as: providing quality education to all children, "best practice" as it pertains to integration and indicators of quality programming.

14. Salisbury, C. and Smith, B. (1991).
The Least Restrictive Environment: Understanding the Options, Principal, Vol. 71, No. 1. September, 1991. pp. 24-25, 27.
This is a good basic article on the implications of PL 94-142. Although the law concerns children from ages 3 to 21, topics discussed (such as the definition of the least restrictive environment and comparison of integration to mainstreaming) are applicable to youngerages as well.

15. *Special Needs Students: Integration is Necessary.* Massachusetts Education Today, Department of Education, Vol. 7, No. 2, February, 1992.
This is a short article detailing the current situation of integration and making recommendations for the future. It is the summary of a report that the department submitted to the legislature and provides insight on where the department is headed concerning integration.

16. Surr, J. (1992).

Early Childhood Programs and the Americans with Disabilities Act (ADA), Young Children, July, 1992. pp. 18-21.

This article provides a comprehensive explanation of how the new law will affect providers of services for young children. It details compliance in such areas as enrollment practices, physical facilities, transportation, and assistance with cost. This is an excellent reference which relates directly to the preschool age group.

17. Turnbull, A. (1992).

Preschool Mainstreaming: A Policy and Implementation Analysis, Educational Evaluation and Policy Analysis, Vol. 4, No. 3, Fall 1992. pp. 281-291.

This is a critical analysis of the practice of mainstreaming preschoolers. It examines federal policy and the implementation of the goals and objectives the policy seeks to address.

18. Wolery, M. (1991).

Instruction in Early Childhood Special Education: "Seeing Through a Glass Darkly . . . Knowing in Part, Exceptional Children, Vol. 58, No. 2, Oct.-Nov., 1991. p. 127.

In this article, the gaps in our information about disabilities is explored and discussed. The problems professionals encounter in understanding the needs of children with disabilities are examined in detail and some possible solutions are offered.

ERIC

1. Anderson, J. and Black, T.

Mainstreaming Handicapped Preschoolers. Proceedings of a Topical Workshop.

This paper is a detailed account of a topical workshop which was designed to explore the many implications of inclusion at the preschool level. It includes a summary of the keynote address by Ann Turnbull, then goes on to include information from 19

different topical workshops. Some of the areas covered include research implications, daycare programs serving handicapped children and outreach programs.

2. Graham, M. ED336236

Integrating Preschool Programs and Preschool Children.

This paper details a program in West Virginia which resulted from the merger of a regular preschool with an early intervention program. It discusses staff training, teaching techniques, philosophy and the reactions and progress of the children.

3. Milota, C. and others. (1991) ED341218

Count Me In: Resource Manual on Disabilities

This resource guide provides general information on disabilities and summarizes the current laws using a question and answer format. Featured federal laws include PL. 94-142, PL. 99-457, the Americans with Disabilities Act and the Rehabilitation Act of 1973.

VIDEO

1. Not In My Class! Understanding Mainstreaming.

Dist. University Park Press, 1982

A nationally known researcher in the field of preschool integration, a preschool teacher and parents discuss their perspectives on inclusive classrooms.

2. Mainstreaming

Dist, University of Nebraska

This video provides answers to questions on PL 94-142 which mandates comprehensive programming for public school programming to children with disabilities. It explains what is meant by the least restrictive environment and discusses children's rights.

3. Introduction to Teaching the Handicapped

Dist. Lucerne Film, Inc.

This video examines various attitudes toward educating children with handicaps. It looks at the barriers which must be overcome, a child's right to an appropriate education and the roles that both schools and teachers can play in the process.

4 . Education For All Children

Dist. Research Press

This video discusses traditional attitudes regarding children with disabilities, and reviews the legislative history which has led to profound changes over the last twenty years. It also discusses the future of the right to education movement.

5. Child is a Child

Dist. Aims Media, Inc.

This video points out that all the emphasis on special education and program planning often leads to educators and parents forgetting about the child's own special "child-ness."

6. In the Mainstream

Dist. Carosel FIlms, Inc.

This video explores the requirements of PL 94-142 which requires states to educate children of all levels of abilities in the least restrictive environment possible.

Curriculum Planning and Program Design

For the preschool teacher who is unsure how to include a child with disabilities into her daily classroom activities, curriculum planning can be difficult. This can be especially true if her integrated students have severe disabilities.

Included in this section are resources which provide information and specific suggestions for classroom management. Some have been designed specifically for the purpose of special education and remediation. Others are more general in focus, or are the results of the experience of other integrated programs. Most are targeted directly at the preschool level, but those which are not are listed here because of their philosophical viewpoint. They include ideas and suggestions which might be modified and included in early childhood education.

BOOKS

1. Baker.
   My First Book of Sign
   This is a full color alphabet book which also gives the signs for 150 words which are frequently used by children. It is a good resource to use when planning signing activities in the classroom.

2. Bricker, D.
   AEPS Measurement for 0-3 Years. Paul H. Brookes, 1992.
   This is an infants and toddlers assessment tool for professionals who wish to track the progress of the children they serve. The book provides the test as well as information on its administration and interpretation. It is meant to serve as a basis for formulation of individual plans and for parent/professional partnership.

3. Bricker, D. and Cripe, J.
   An Activity-Based Approach to Early Intervention. Paul H. Brookes,1992.

This book provides guidelines for developing a curriculum based on observation of the child's natural activities. It explores ways in which to actively involve children in the learning process and contains case studies along with sample activities.

4. Cook, R., Tessier, A. & Armbruster, V.
Adapting Early Childhood Curricula for Children with Special Needs. Merrill, 1987.

This is a fairly comprehensive book which offers specific ways to adapt curricula for each developmental domain. It explores strategies which facilitate learning in social/emotional, motor, cognitive, problem solving and communication skills. There is also a discussion on forming partnerships with parents and a rationale for inclusion at the preschool level.

5. Copeland.
Evaluation and Management of Infants and Young Children With Disabilities.

This is an in-depth resource designed for professionals who are responding to the specialized needs of children who are developmentally disabled. It offers practical information and suggestions.

6. Cripe, J., Slentz, K. and Bricker, D.
AEPS Curriculum for Birth to Three Years. Paul H. Brookes, 1992.

This book is a companion to the AEPS assessment tool. It provides the professional with suggestions for implementing a curriculum based on the child's individual score. The AEPS is designed to both point out strengths and weaknesses, and to offer suggestions on how to assist a child in skill development.

7. Froschl.
Including All of Us.

An early childhood curriculum which is non-sexist and multicultural. It includes images of people with disabilities in a realistic, unbiased manner.

8. Hafer.

Come Sign With Us.

This book provides organized signing activities for children. Words are in ASL, English and Spanish.

9. Hanson, M. & Lynch, E.

Early Intervention, PRO-ED Inc., Austin, TX, 1989.

This book provides the professional with a wide variety of information including guidelines for curriculum and environment. It also discusses current thinking in the early intervention field which is helpful for all professionals who work with children who have special needs.

10. Johnson, V. and Werner, R.

A Step By Step Learning Guide For Retarded Infants and Children.

This book includes more than 200 learning tasks for children with mental disabilities. It covers a span of years from 0-12. Tasks are broken down into developmental domains such as self-care, language and motor play.

11. Johnson-Martin, N. and Others.

The Carolina Curriculum for Infants and Toddlers with Special Needs.

The Carolina Curriculum for Preschoolers with Special Needs, Paul H. Brookes, 1990.

These are curriculum guides for children from birth to five years of age. They include assessment ideas, daily activities and sensorimotor adaptations. Domains of development are further broken down into subdomains for increased accuracy and effectiveness.

12. Kaiser, A. and Gray, D.

Enhancing Children's Communication. Paul H. Brookes Publishing Company, 1992.

Recognizing that developmental disabilities can put a child at risk for communication disorders, this book provides helpful infor-

mation on how to facilitate language development from the pre-linguistic stage. It includes practical strategies as well as insights from parents, and suggestions specifically targeted at improving a child's social communication.

13. Lane.
Gallaudet Survival Guide to Signing.
This book illustrates more than 500 basic signs which can be used with hearing impaired and language delayed children. Teachers can teach signs to the rest of their class as well and organize activities using sign language.

14. Mapes.
Education of Children With Disabilities from Birth to Three.
This book provides basic information on teaching activities to include in a specialized curriculum. It also discusses medical and rehabilitative services which the children may be receiving.

15. Morris, L. and Schulz, L.
Creative Play Activities for Children with Disabilities.
This book contains suggestions for over 250 play activities for children eight years old and under with disabilities which range from mild to severe. It stresses a continuity between the home and school environment and recognizes the family as the focus of children's play.

16. Neisworth, J., Willoughby-Herb, S., Bagnato, S, Cartwright, C. and Laub.
Individualized Education for Preschool Exceptional Children. Aspen Systems Corporation, Germantown, MD, 1980.
This book discusses the idea of developmentally appropriate instruction. Suggestions are offered for direct and non-direct instruction, daily activities, and lesson plan components. Also explored is the subject of suitable play materials.

17. Peterson.

Early Intervention for Handicapped and At-Risk Children.

Designed for professionals and parents, this book discusses various aspects of working with children who have disabilities before they reach school age.

18. Roberts, T.

Encouraging Expression: Arts in the Primary Curriculum. Paul H. Brookes, 1988.

This book is an exploration of how the arts can be taught to children who have disabilities. Although it is targeted for primary school, the ideas are adaptable for younger ages.

19. Robson, B.

Preschool Provision for Children with Special Needs. Paul H. Brookes, 1989.

This book covers various ideas concerning the integrated preschooler. Included are topics such as record keeping, assessment, curriculum, environment, and professional support services.

20. Schartz, S. & Miller, J.

The Language of Toys. Woodbine House, Rockville, MD, 1989.

In this two part book the development and facilitation of language is explored through the world of toys. In the first section, basics of language development are discussed. In the second part, suggestions are made on how to use specific types of toys to stimulate a child's communication. Some of the toys are easy, make-at-home items so ideas are applicable to centers with even the smallest budgets.

21. Spodek, B.

Mainstreaming Young Children. Wadsworth, 1984.

This is a practical book which discusses planning and organizing an integrated classroom. It looks at how professionals can work to provide a supportive social atmosphere, how to develop an IEP, and how to work with parents. It also includes a useful section on

creative education with suggestions for curriculum which uses music, movement and art to facilitate learning.

22. Souweine, J., Crimmins, S. and Mazel, C.
Mainstreaming: Ideas for Teaching Young Children, National Association for the Education of Young Children, Washington, D.C.
This book offers suggestions for how to set up your classroom and daily schedule, as well as ways to deal with difficult behavior. It answers common questions about mainstreaming and discusses ways to work with parents.

23. Stainback, S.
Curriculum Considerations in Inclusive classrooms: Facilitating Learning for All Students. Paul H. Brookes Publishing Co., Baltimore, MD, 1992.
This book offers readers a rationale for integration. It discusses classroom philosophy, how to integrate support personnel, and ways to form a collaborative approach with other professionals. It gives suggestions for curricular adaptations which will help to build an inclusive classroom.

24. Sussman.
Art Projects for the Mentally Retarded.
This book includes art projects and activities which can be easily adapted to/or are designed for the special needs population.

25. Valletutti, P., McKnight-Taylor, M. & Hoffnung, A.
Facilitating Communication in Young Children with Handicapping Conditions. Little, Brown & Company, Boston, MA.
In this book, the reader learns valuable information on how to assess and improve all forms of communication in young children. It includes information on verbal and non-verbal communication systems and what a teacher can do to stimulate and improve language use in the classroom.

ARTICLES

1. Bennett, T. and Others (1991).

The Transition Process for Toddlers with Special Needs and Their Families, Zero To Three, Vol. 11, No. 3. February, 1991.

This article explores the issues which arise when a child is ready to transition from early intervention services into the school system. For professionals who will be assisting families through this process, it provides insight and suggestions.

2. Fleming, L. and Others (1991).

A Model for Adapting Teacher's Roles in Mainstreamed Preschool Settings, Topics in Early Childhood Special Education, Vol. 11, No. 1, Spring, 1991. pp. 85-98.

This article observes the many roles teachers must play in an integrated setting and provides a model for planning effective teaching strategies.

3. Froschl, M. and Sprung, B.

Providing an Anti-Handicapist Early Childhood Environment, Interracial Books for Children Bulletin, Vol. 14, No. 7 & 8.

This article discusses the issues which face children who are disabled in relation to their "normal" peers. It offers concrete suggestions for how to make your classroom anti-biased and offers resources for puppets, books, etc.

4. Graham, M. and Bryant, D. (1993).

Developmentally Appropriate Environments for Children With Special Needs, Infants and Young Children, January, 1993.

This article discusses strategies for adapting learning environments to meet the needs of all children. It discusses what research has revealed about ratio and group size, social interaction, safety and personnel competencies in integrated settings.

5. Gunsberg, A. (1991).

Improvised Musical Play with Delayed and Non-Delayed

Children, Childhood Education, Vol. 64, No. 4, Summer. pp. 223-226.

This article describes musical play ideas to help disabled and non-disabled peers interact and enjoy each other.

6. Luetke-Stalman, B. (1991).

Hearing Impaired Preschoolers in Integrated Childcare, Perspectives in Education and Deafness, Vol. 9, No. 4. pp. 8-11.

This article offers ten questions to consider before integrating a child with a hearing disorder into your classroom. Questions address concerns about communication, staff size and social integration.

7. Templeman, T., and Others (1989).

Integration of Children with Moderate and Severe Handicaps Into A Daycare Center, Journal of Early Intervention, Vol. 13, No. 4, Fall. pp. 315-328.

This article discusses the rationale behind integration and outlines the best practice for program design. It uses an integrated community based child care facility to illustrate these issues in a practical way.

ERIC

1. Peters, J. and Templeman, T. (1989). ED315225

Integrating Special Needs Children Into Regular Preschool Settings: Selecting Instructional Formats to Implement IEP Goals.

This document recognizes the difficulty of working individual instruction into the preschool setting. Using a matrix-type process, it helps teachers to determine the most effective way to teach a particular skill within the context of daily classroom activities.

2. Peterson,K. ED337268

Ecological Analysis of Early Childhood Settings: Implications for Mainstreaming.

This paper provides an inventory of skills which preschoolers are expected to possess. It was put together by a team of professionals in an effort to help children with developmental delays succeed in integrated settings. Skills are broken down into functional categories including: Instrumental competence (using tools and materials appropriately), cognitive competence (knowledge), executive competence (making decisions about activities) and social competence (peer and adult relationships). Using the inventory which is included on the document, professionals can guage a particular child's readiness for preschool or design a curriculum for a child who is to be integrated into a preschool classroom. Ten references are also included.

VIDEO

1. More Than Hugs and Kisses: Affective Education in the Classroom

Dist. Filmakers Library, 1980.

In this video a teacher with an integrated classroom demonstrates activities and attitudes which further the development of the "whole child", with an emphasis on affective education.

2. Strategies for Learning-Teaching in the Preschool Classroom with Handicapped and Non-Handicapped Children

Dist. University of Nebraska

This video presents an argument in support of integration from the earliest levels of education. It stresses inclusion as a way to assure equal education and proper social development for all children. An innovative classroom is explored and various appropriate teaching strategies are emphasized.

Promoting Togetherness: Social Aspects in the Classroom

One of the most difficult aspects of inclusion is the facilitation of social interaction between children with disabilities and their non-disabled peers. Since these children often have different ability levels and play behaviors, the professional faces a real challenge when she attempts to put them together in a social context.

The materials included in this section may provide you with ideas for promoting interactions between children of diverse abilities. Some are theoretical in nature. They include research on classroom behavior along with surveys of current attitudes. Others are more hands-on and provide the reader with concrete ideas for activities. Still others help the professional to explore the issues of bias and prejudice with children in the classroom.

BOOKS

1. Derman-Sparks, L.
   Antibias Curriculum: Tools for Empowering Young Children. National Association for Young Children, 1989.
   This book includes suggestions for helping staff and children respect one another as individuals. It is focused on confronting and eliminating barriers based on sex, race or ability level.

2. Federlein, A. C.
   Play in Preschool Mainstreamed and Handicapped Settings. Century Twenty One Publishers, Saratoga, CA, 1981.
   This is a research project which studies aspects of children's play in various settings. The professional can gain insight and ideas by studying the types of play situations used and looking at the qualitative results of each. It also includes a short history of integration and information about the laws which mandate it.

3. Horne, M. D.

Attitudes Toward Handicapped Students: Peer, Professional and Parent Reactions. Erlbaum Publishers, 1985.

This book discusses why peers reject handicapped students, how teachers feel about students with special needs in their classrooms, and the effects of disability on the family. It explores ways to change the attitudes of peers, professionals and the community at large. It is a good resource for the professional who is interested in examining the basis for our society's perceptions of handicaps, as well as her own emotions and prejudices.

4. Neugebauer, B. (Ed.).

Exploring our Humanity with Young Children. National Education Association for Young Children, 1991.

This is a compilation of essays designed to help you integrate children of diverse backgrounds and abilities into your classroom. The essays focus on the practical application of suggestions with the aim of improving class time for everyone.

5. Odom, S., McConnell, S. and McEnvoy, M.

Social Competence of Young Children With Disabilities: Issues and Strategies for Intervention. Paul H. Brookes, 1992.

This book explores various aspects of social behavior relating to the child with disabilities. It is designed to help improve your understanding of the issue of social competence and offers specific intervention techniques to improve interaction in your classroom. It also details the transition period and offers ideas of how to make this easier and less stressful for everyone. Materials are backed up by research findings, and there are suggestions on how to apply research findings in a practical setting.

ARTICLES

1. Balaban, N. (1991).

Mainstreamed, Mixed Age Groups of Infants and Toddlers at the

Bank Street Family Center, Zero To Three, Vol. 2, No. 3. February, 1991.

This is an exploration of the social opportunities for social development in a mixed age/mixed ability program.

2. Blancher, J. and Turnbull, A. (1982).

Teacher and Parent: Perspectives on Selected Social Aspects of Preschool Mainstreaming, Exceptional Child, Vol. 29, No. 3. pp. 191-199.

For this article, questionnaires were sent out to both teachers and parents of children in an inclusive preschool. Their responses are detailed here along with relevent comparisons between the two groups. Subjects covered include parent involvement, social interaction of peers and the value of preschool mainstreaming.

3. Bookbinder,S.

Mainstreaming: What Every Child Needs To Know About Disabilities. Exceptional Parent Press.

This book is now only available as a photocopy, but is full of ideas for creating an anti-handicapist classroom. A model program, it includes an introduction and sections on teaching children about blindness, deafness, physical handicaps and mental disabilities. Created originally for grades 1-4, the ideas it contains can be modified for a preschool environment.

4. Buzzelli, C. and File, N. (1991).

Helping Children Learn About Disabilities, Day Care and Early Education, Part one: Vol. 19, No. 4. Part two: Vol: 18, No. 1.

This two-part series focuses on developing a program to influence children's perceptions of disabilities. Part one discusses issues to consider when working on such a program. Part two offers suggestions and resources. Both articles are short (2 pages) but useful as a launching point.

5. Demchak, M. and Drinkwater, S.

Preschoolers with Severe Disabilities: The Case Against Segrega-

tion, Topics in Early Childhood Special Education, Vol. 11, No. 4. pp. 70-83.

This article, part of a theme issue on controversies in early intervention, discusses a rationale for the integration of preschoolers with severe disabilities into regular programs. It examines the benefits to all the children involved and offers strategies to promote peer interaction. Also considered are support services and the facilitation of friendships.

6. Esposito, B. (1987).

The Effects of Preschool Integration on the Development of Non-handicapped Children, Journal for the Division of Early Childhood, Vol. 12, No. 1. pp. 31-46.

This article details a study of the effects of mainstreaming on non-handicapped youngsters. Settings are discussed in terms of actual classroom practices.

7. Johnson, R. (1988).

A Social Observation Checklist for Preschoolers, Teaching Exceptional Children, Vol. 20, No. 2. pp. 18-21.

This observation tool allows a teacher to evaluate a handicapped child's social skills. The items represent behaviors which are important to successful integration such as initiation and the ability to obey and understand rules. The development, format and use of the assessment are explained. This is a practical tool for the professional who wishes to address the social needs of her students and to track their progress.

8. Marshall, L. and Others (1986).

Preschool Integration: An Experimental Classroom, Canadian Journal for Exceptional Children, Vol. 3, No. 1. pp. 15-22.

This is a study which compared four different methods for increasing the qualitative and quantitative play behaviors of handicapped children with their non-disabled peers. Results and effectiveness of each method are discussed along with statistical analysis.

9. Martin, S. and Others (1991).

Effects of Toys on the Social Behavior of Preschool Children in Integrated and Non-Integrated Groups: Investigation of a Setting Event, Journal of Early Intervention, Vol. 15, No. 2. pp. 153-161.

This article details a study of what type of toys facilitate the most and highest quality of social interaction. It compares both integrated and non-integrated settings with some interesting results.

10. Myers, B. (1991).

Learning in the Mainstream: A Parent's Perspective on What Children of Different Abilities Teach Each Other, Children Today ,Vol. 20, No. 2, March-April, 1991. p. 26.

Written by a psychologist, this article talks about what children with developmental disabilities can teach their non-disabled peers. Lessons discussed include being a true friend, and what is really important about a person.

11. O' Connell, J. (1984).

Preschool Integration and its Effects on the Social Interactions of Handicapped and Non-Handicapped Children: A Review, Journal of the Division for Early Childhood, Vol. 8, No. 1. pp. 38-48.

This article reviews the research on the social aspects of integration. It includes studies on spontaneous occurrence of social behaviors and those which are intervention-oriented.

12. *Research Forum: Social Interaction Between Young Children With or Without Handicaps*, Division for Early Childhood Communicator, Vol. 17, No. 2. November-December, 1990.

This is a one-page article which discusses non-disabled children's preference for playing with children who are not handicapped rather than their handicapped peers. It briefly outlines strategies for changing these preferences. It is a good starting point for further research, or for beginning to brainstorm on the topic.

13. Turnbull, R. and Turnbull, A. (1991).

Including All Children (Emphasis on Developmentally Disabled

Children), Children Today, Vol. 20, No. 2. March-April, 1991. p. 3.

This articles discusses the positive support which can be offered by family, friends and the community at large to facilitate positive attitudes about people with disabilities.

ERIC

1. Diamond, K. (1991). ED335143

Attitudes of Preschool Children Toward their Peers in A Mainstreamed Class: A Year Long Investigation.

This is a paper which was presented at a meeting of the Society for Research in Child Development. The author observed friendship patterns in preschool children in mainstreamed classes over the course of the school year. A list of nine references is provided.

2. Irwin, S. H. (1991). ED333706

Reducing Social Isolation of Preschoolers with Special Needs in a Mainstreamed Daycare Through Social Skill Building.

This practicum details a teacher education program aimed at decreasing the social isolation of preschool students with special needs. Along with observational data, it includes objectives, strategies and materials for facilitating the program. It also includes 31 useful references.

3. Gemma, Anna (1989). ED326033

Social Skills Instruction in the Mainstreamed Preschool Classroom.

This is a review of the literature on the instruction of social skills for handicapped preschoolers. It offers a rationale for mainstreaming, objectives which relate to socialization and discusses program design. It also explores such areas as best activities for encouraging social interaction, the effectiveness of pre-integration activities on non-disabled students, physical arrangement of the classroom and teacher influence.

VIDEO

1. How Will I Explain it to the Other Children? Explaining Handicaps to Children.
   Dist. University Park Press, 1982.
   An in-depth example of ways to prepare children for integration, including how children's questions and social situations between peers might be handled.

2. Love Always Helps Intervention: Social Emotional Problems.
   Dist. University Park Press, 1982.
   Two children who have social/emotional problems are followed through their day in an inclusive preschool setting.

3. Handicap
   Dist. Public Broadcasting Service
   This video presents three children discussing how they deal with their handicaps and how they would like to be treated by non-disabled people.

4. Alike But Different
   Dist. Agency for Instructional Television
   In this video three children who have physical disabilities compare their lives to those of their non-disabled peers.

Information on/for Families

Families which include a child who has special needs have special needs of their own. Since new laws stress the ability to make all services given to children family-centered, it is important for the professional to understand at least some of the issues the family may be facing.

Some parents may seem "difficult" because they are used to having to fight for every service they feel their child needs. Some families may still be grieving over their child's disability or worrying about the future. All of these issues can impact professional/parent relationships.

This section lists resources which discuss aspects of both how to collaborate with parents, and what it is like to be a family member of a child with disabilities. Some are personal in tone, and may be read to facilitate the professional's understanding of what the family is going through. Others concern advocacy, and still others discuss the feelings of parents of "normal" children about integration. Some of these materials are also appropriate for recommending to parents in your program.

BOOKS

1. Buck, P.

The Child Who Never Grew. Woodbine House Publishers, 1992.

This is the story of award winning author Pearl S. Buck's life with her daughter, who was developmentally disabled. It broke a national taboo on the subject of disabilities when it was first published in Ladies Home Journal in 1950. From it, a reader can gain insight into how much services and programs have changed over the years. It also illustrates something which changes very little from decade to decade, the struggles of parenting a child with disabilities, and the values and lessons which it teaches.

2. Cutler, B.

You, Your Child and "Special" Education. Paul H. Brookes, 1990.

This resource book is one which can be particularly useful to parents when children are ready to transition from your classroom into the school system. It is also invaluable to the professional who wishes to understand how "the system" works or who would like to become an advocate for her pupils with disabilities.

3. Featherstone, H.

A Difference in the Family: Living With a Disabled Child. New York, Penguin Books, 1981.

This is a sensitively written book by a parent of a child with special needs. The author uses her own experience, as well as those of other parents, to illustrate the complex issues facing a family with a difference. It is more than just a story of personal growth, its also an important resource which will help professionals understand and work with families.

4. Kanat, J.

Bittersweet Baby.

This is a personal account of what it was like for one mother to parent her child with Down Syndrome.

5. Lobato, D.

Brothers, Sisters and Special Needs. Paul H. Brookes, 1990.

This book provides a curriculum guide for young children (3-8) who have a sibling with a chronic disease or disabling condition. It gives background on the issues these children may be dealing with, recommendations for meeting their needs, as well as ideas for workshops. It is useful for the professional who has siblings in her integrated classroom.

6. McAnaney, K. D.

I WISH . . . Dreams and Realities of Parenting a Special Needs Child. United Cerebral Palsy of California, Sacramento, CA.

This book contains the personal insights of parents and professionals. Parent "wishes" are listed, and then followed by pertinent information about ways in which to deal with them.

7. Paul, J. (Ed.)
Understanding and Working with Parents of Children with Special Needs. Holt, Rinehart and Winston Publishing, New York, NY, 1981.
This book discusses psychological aspects and ethical issues which should be examined when working with parents. It offers concrete educational strategies and some insight into parent perspectives.

8. Segal, M.
In Time And With Love: Caring for the Special Needs Baby.
This book includes both play and parenting techniques for children with disabilities birth to three years of age. The ideas are easily transferrable to the preschool setting and can help professionals to understand and work with parents, as well as relate effectively to their students.

9. Simons.
After The Tears.
In this sensitive book, parents talk about various aspects of raising a child with a disability.

10. Trainer, M.
Differences In Common: Straight Talk on Down Syndrome, and Life. Woodbine House, 1991.
This is a collection of fifty essays all written by the mother of a boy with Down Syndrome. She discusses her own personal experience, as well as mainstreaming, public attitudes, family adjustment and education. It offers a vivid look at what a child with Down Syndrome can mean to a family on a day to day basis, including dealing with fears and learning to enjoy the child and the contributions he makes to the family.

11. Whitman, B. and Accardo, P.

When A Parent is Mentally Retarded. Paul H. Brookes, 1990.

This book looks at the issues facing disabled people who become parents. It discusses community reaction, as well as the special needs of these parents and their children. It would be useful to the professional who is (or may soon be) serving the child of a person with developmental disabilities. With community integration increasing and the enforcement of stricter human rights codes with in private agencies, this is an issue which will continue to grow in significance.

ARTICLES/ HANDBOOKS

1. Equals in this Partnership: Parents of Disabled and At-Risk Infants and Toddlers Speak to Professionals. National Center for Clinical Infant Programs, Arlington, VA.

This handbook is a collection of essays and speeches by parents of children with special needs. Subjects covered include mild developmental delays, medically fragile children and severe disabilities. All of these topics are explored from the family perspective. There is also a section on the treatment of premature babies and one on family relationships. This handbook offers the professional the chance to see disability from a different angle and may add to your understanding of family issues.

2. Floyd, F. and Zmich, D. (1991)

Marriage and the Parenting Partnership: Perceptions and Interactions of Parents with Mentally Retarded and Typically Developing Children, Child Development, Vol. 62, No. 6, Dec. 1991. p. 1434.

This is a research article in which the effects of a child who has a mental disability on the parent's marriage was studied. Outcomes of the study were not consistent with parent's self-report, which suggests some implications for intervention.

3. Gargiulo, R. and Graves, S. (1991).

Parental Feelings: The Forgotten Component When Working With Parents of Handicapped Preschool Children, Childhood Education, Vol. 67, No. 3. pp. 176-178.

In an effort to improve relations between parents and educators, this article offers seven suggestions for teachers to use when working with the parents of a child with a disability. It explores the emotions and attitudes which may influence the relationship, and how to understand and accept them.

4. Giordane, G. (1983).

Would You Put Your Normal Child In a Special Class? Teaching Exceptional Children, Winter, 1983. pp. 95-96.

This is a parent's account of his daughter's experience as a "model" child in a special education classroom. His insights into her educational benefit are interesting and optimistic.

5. Green, A. and Stoneman, Z. (1989).

Attitudes of Mothers and Fathers of Non-Handicapped Children, Journal of Early Intervention, Vol. 13, No. 4. pp. 292-304.

This article summarizes the results of a survey on parental attitudes toward mainstreaming at the preschool level.

6. Griffel, G. (1991).

Walking a Tightrope: Parents Shouldn't Have To Walk it Alone. Young Children, Vol. 46, No. 3. pp. 40-42.

In this article the author looks at the importance of strong teacher/parent communication in an effort to provide services to a child with a handicapping condition. This is illustrated by an account of a parent's personal experience.

7. Jacobs, N.L. (1992).

Unhappy Endings, Young Children, March, 1992.

This article discusses what happens when a child leaves an educational setting for various reasons, including parental dissatisfaction or the school's inability to provide services. It explores

factors which influence these situations and offers ways in which the professional can make the transition and leave-taking easier and more positive.

ERIC

1. Delta College (1986). ED266829
Developmental Disabilities Manual.
Along with information on specific disabilities, this manual includes the personal experiences of parents. Reactions of denial, guilt and depression are discussed along with ways of dealing with these feelings.

VIDEO

1. How Do I Tell The Parents? Working With Parents.
Dist. University Park Press, 1982.
A discussion of the difficulties a professional may face while working with parents and some ideas for how to overcome them.

2. Integration of Handicapped and Non-Handicapped Preschool Children-Parent's Perspectives
Dist. High Scope Educational
In this video parents and teachers discuss their feelings and apprehensions about integrating a preschool center. It explores how they felt at the beginning and chronicles the positive outcome after integration was accomplished.

Information on Specific Disabilities

For the professional who has never worked with children who have special needs, it may be helpful to research the specific disabilities which affect the lives of the children who are to be integrated into your classroom. Since some conditions carry with them medical and social/emotional implications, it may add to the teacher's understanding of the student's behavior. It is also helpful to know basic information about learning abilities and difficulties when planning for each child.

The resources listed in this section are useful to the professional who wishes to learn more about the conditions and disabilities of the children she is teaching. Some are specific to one type of handicapping condition, while others provide information about a wide variety. All are written in non-medical terms and have been designed with parents and educators in mind.

BOOKS

1. Anderson, G. (Ed.).

Courage To Care: A Response to the Crisis of Children with AIDS.

This book is a sensitive explanation of the crisis facing our nation as more and more children are diagnosed as being HIV positive. It discusses forms of transmission and the onset of symptoms, as well as medical impact and disease management. It also offers suggestions for creating programs to serve this unique population.

2. Batshaw, M., Perret, P.

Children With Handicaps: A Medical Primer, 1992, Paul H. Brookes Publishing Company, Baltimore, MD.

This is a book which is designed to give you an understanding of the medical causes and complications associated with various conditions. It is written for the professional who wants to under-

stand disability from a medical as well as developmental perspective. Each chapter contains information on subjects ranging from cerebral palsy and Down syndrome to attention deficit disorder and visual and hearing impairments. Information on genetics and prenatal influences is provided, as well as a glossary of over 100 syndromes which are associated with developmental delays. The chapters are also highlighted by case studies, which bring all the information together in a practical way.

3. Bloom, B. (Ed.).

A Parent's Guide to Spina Bifida. University of Minnesota Press, MN, 1988.

This book offers a simple, easy to understand explanation of spina bifida and its implications for both pre and post-natal development. It discusses family issues, ideas about mobility and physical therapy and the adjustment process a family goes through in living with a child who has this disability.

4. Budd.

Living With The Active Alert Child.

In this book Dr. Budd introduces his theory that some children are being mis diagnosed as having attention deficit disorder, when they are really just "active-alert". He discusses how to recognize the active-alert child and offers suggestions on how to help them achieve their potential. This is an interesting book for teachers who question the popularity of the ADD diagnosis.

5. Campbell, S.

Behavior Problems in Preschool Children: Clinical and Developmental Issues. Guilford Press, New York, NY, 1990.

This book offers a realistic outlook on behavioral issues in the classroom and at home. It defines clinically significant problems and separates them from simple "annoying" behaviors. It includes an examination of theoretical and developmental issues revolving around play, separation, language and environment. It also looks

at peer relationships, family and sibling factors and therapeutic approaches.

6. Capute, A., Accardo, P.

Developmental Disabilities in Infancy and Childhood, 1991, Paul H. Brookes Publishing Co., Baltimore, MD.

This book is the result of a collaboration of twenty-eight pediatric subspecialists. It provides information on a number of conditions and examines the effects on children and their families. It also discusses developmental screening, assessment strategies and non-standard therapy. It is slightly more clinical in nature than most of the books included in this list.

7. Coleman.

Attention Deficit Disorders, Hyperactivity & Associated Disorders.

This book provides up-to-date information on ADD and related conditions which are fast gaining attention in the school districts. Written for educators and parents as well as health professionals, it seeks to impart a basic knowledge of what ADD is and what it isn't.

8. Crocker, A., Cohen, H. and Kastner, T.

HIV Infection and Developmental Disabilities, 1991. Paul H. Brookes Publishing Company, Baltimore, MD.

This is a discussion of the most crucial medical, social, legal and educational issues involved in providing services to children who are HIV positive. It works to dispel the many common myths about the disease, while presenting the reader with fact and helpful strategies for planning services. It also discusses the interaction between developmental disabilities and HIV.

9. Fallen, N., McGovern, J. (Eds.)

Young Children with Special Needs. Charles E. Merrill Publishing Company, Columbus, OH, 1978.

This book provides an overview of general and specific types of

disability. It discusses terms, labeling, assessment and intervention. There are separate sections on developmental, physical, sensory, behavior, and language deficits. It also includes information about the development of cognitive, language, social/emotional and play skills.

10. Freeland.
Deafness, The Facts.
This is an easy to understand book which offers comprehensive information on hearing loss and the problems and difficulties which are associated with it.

11. Freeman.
Can't Your Child Hear?
Up-to-date information on deafness and raising a deaf child in a hearing world. This book is endorsed by several organizations for the deaf. It can help professionals be aware of the many issues and choices facing the family of a child who is hearing impaired.

12. Geralis, E. and Ritter, T. (Eds.)
Children With Cerebral Palsy: A Parent's Guide. Woodbine House Publishers, 1991.
Another book in this publisher's Children With . . . series, this sensitive and insightful guide gives parents and professionals alike the benefit of the knowledge and personal insights of experts who work or live with children who have cerebral palsy. It describes cerebral palsy and its variations in simple terms. It also offers the advice of parents, educators and therapists on how to assist the child with this condition in day to day situations.

13. Hanson, M.
Teaching the Infant With Down Syndrome: An Introduction for Parents. Pro-Ed, Austin, TX, 1987.
A simple manual with step-by-step instructions for teaching skills to infants with Down syndrome. It discusses learning difficul-

ties commonly associated with this condition and strategies for minimizing their impact on a child's development.

14. Maloney.

Practical Guidance for Parents of the Visually Handicapped Preschooler.

Written by the mother of a blind child, this book offers a wealth of information on teaching infants and young children with visual impairments.

15. McCollum

The Chronically Ill Child.

This book examines development of children dealing with severe medical conditions from birth to adulthood.

16. McElroy, E. (Ed).

Children and Adolescents With Mental Illness: A Parent's Guide. Woodbine House Publishers, 1988.

Although young children are rarely diagnosed with mental illness, a small number of preschool age children do in fact receive this label. A teacher who has a student with such a condition may have very little information or idea of where to turn for help. This book deals with the problem sensitively and simply, offering easy to understand information in a readable format. It explores how emotional disabilities are diagnosed and treated, and gives ideas about education, treatment therapy and hospitals.

17. Moller.

A Parent's Guide to Heart Disorders.

Written for parents and other lay people, this book offers information of a medical nature with out becoming too technical or difficult to understand. It discusses how the heart functions and how to know whether or not it is working properly, along with information on common defects.

18. Myers.
A Guide For Helping the Child With Spina Bifida.
This is a comprehensive collection of information on dealing with spina bifida from diagnosis through treatment.

19. Paasche.
Children With Special Needs in Early Childhood Settings.
This book was designed to offer the educator basic skills and knowledge when working with young children who have disabilities. It contains information about 33 specific disorders.

20. Powers, M. (Ed.).
Children with Autism: A Parent's Guide. Woodbine House, Rockville, MD, 1989.
This book gives the reader an easily understood description of autism. It discusses family issues, medical problems and what it is like to be involved in the daily life of a child who exhibits autistic behaviors. It offers advice on legal and advocacy issues and includes quotations from families who are dealing with this disability.

21. Prensky, A. & Palkes, H.
Care of the Neurologically Handicapped Child.
This is a book concerned with children who have impaired neurological function, their development and the specialists they are likely to come in contact with. It describes various types of impairments which result in cerebral palsy, mental retardation, epilepsy, language disorders and other conditions.

22. Pueschel, S., Bernier, J. and Weidenman, L.
The Special Child, 1988, Paul H. Brookes Publishing Co., Baltimore, MD.
This book was designed as an at-home reference book. Written in simple, non-medical terms, it discusses various disabilities, their treatments and prognoses. Common misconceptions are addressed as well as legal issues, educational strategies, the roles of professionals and diagnostic tests.

23. Reisner, H.

Children With Epilepsy: A Parent's Guide. Woodbine House Publishers, 1988.

This book offers information and support for parents and professionals about epilepsy. It first provides education on the disability, then offers insights and family experiences on coping with a child who has it. It discusses the effects this disorder will have on the child and her family.

24. Rogow.

Helping the Visually Impaired Child with Developmental Problems.

This book is about diagnosis, intervention and education of children with visual impairments. It covers the entire span of childhood.

25. Schleichkorn.

Coping With Cerebral Palsy.

This book provides answers to the most commonly asked questions about cerebral palsy in an easy to read format. It is very helpful for the professional who knows little or nothing about this disability.

26. Schreibman, L.

Autism, Sage Publications, Beverly Hills, CA, 1988.

This book offers an historic perspective on autism as well as detailed analysis of behavior characteristics and possible etiology. It discusses how the condition is diagnosed and expressed through speech/language deficits, self-stimulatory and injurious behavior and social withdrawal.

27. Selikowitz, M.

Down Syndrome: The Facts, Oxford University Press, New York, NY, 1989.

This book provides basic information and helpful tips in an easy

to read format. It has been designed specifically for parents, but will be useful to professionals who are unfamiliar with Down syndrome.

28. Shapiro.
Parents Guide to Cystic Fibrosis.
This educational book offers information on cystic fibrosis, its causes and effects. It also explores the ramifications of the disease. It is a good basic resource for the parent or professional who is learning about CF for the first time.

29. Smith, R.
Children With Mental Retardation: A Parent's Guide. Woodbine House Publishers, 1992.
This book, like the others in the series, explores mental retardation through the eyes of parents and professionals. It discusses educational needs, diagnosis, child development and daily care of children with mental disabilities. It is designed to foster a feeling of competence in parents and it can do the same for concerned professionals.

30. Stray-Gunderson, K. (Ed.).
Babies With Down Syndrome: A New Parent's Guide, Woodbine House, Rockville, MD.
Although this book is written for parents it is a valuable tool for professionals as well since it provides an indepth explanation of Down syndrome from both a medical and developmental perspective. It includes quotations from parents and professionals to illustrate the information in each chapter, making the book very personal and practical. Emotional issues are also discussed, giving the professional some insight as to what the families of the children she is serving may be going through.

31. Thurman, K. and Widerstrom, A.
Infants and Children With Special Needs, 1990, Paul H. Brookes Publishing Co., Baltimore, MD.
This book is written for students of early childhood special

education. It discusses major theories of development, assessment programs, and family considerations for young children whose development lies outside the "normal" range. Also included is information about children whose environment is thought to place them "at risk" for developing developmental delays.

32. Williamson, G.

Children with Spina Bifida: E.I. and Preschool Programming, 1987, Paul H. Brookes Publishing Co., Baltimore, MD.

This guide is written for parents and professionals. It describes the unique educational needs of these children, while examining specific topics such as communication and mobility. It also provides information about the disability and its effects on children.

33. Wing.

Autistic Children.

This book reviews the emotional and behavioral problems which are associated with autism. It explains how those who are in daily contact with the child can help to make her life fuller and more positive.

ARTICLES

1. Santos, K. (1992).

Fragile X Syndrome: An Educator's Role in Identification, Prevention and Intervention, Remedial And Special Education, Vol. 13, No. 2. pp. 32-39.

This is a review which highlights the physical, intellectual, academic, behavioral and communication characteristics associated with Fragile X.

2. Cuthbertson, D. (1991).

Kate, Children Today, Vol. 20, No. 2. March-April, 1991. p. 6.

This is an intimate portrait of a young girl with severe disabilities and the struggle to make her life as full as possible.

ERIC

1. Delta College (1986). ED266829
Developmental Disabilities Manual.
Designed for the lay person, this manual offers descriptions of various disabilities, including mental disabilities, cerebral palsy, epilepsy and learning disabilities. It discusses prevention, detection, causes and treatment as well as subcategories within each disability.

2. Milota, C. and Others (1991). ED341218
Count Me In: Resource Manual on Disabilities.
After a summary of relevant laws, this manual includes descriptions of various types of disability. Included are sensory impairments, physical disabilities, mental disabilities, learning disabilities, autism, emotional disorders and health impairments. Each section includes information on the nature of the impairment, degrees of severity, associated problems, aids and appliances, remediation techniques, stimulation activities and resources. Some specific disabilities discussed are spina bifida, cerebral palsy and muscular dystrophy, but many others are also included.

3. Milde, K. and Brodin, J. (1990) ED330189
Johanna and Tommy: Two Preschoolers in Sweden with Brittle Bones.
This is a translation of a case study on two children with Brittle Bones, as well as a detailed report on the disease, its causes, symptoms and necessary adaptations. It provides an excellent knowledge base of the disease. The lives of the two children and their families help to make it more personal and illustrates the principles with real life examples.

VIDEO

1. Young and Special

Dist. University Park Press

This is a series of thirty video tapes on a variety of topics related to children with disabilities and integration. Also included are tapes on the development of cognitive, motor and socio-emotional skills. Tapes from this series are available for borrowing through the regional education centers of the Massachusetts Department of Education. They may also be ordered by contacting the distributor directly.

2. Young Children With Special Needs

Dist. Charles E. Merrill

This series of fifteen video tapes explores topics which relate to children with disabilities, their development and their education. Examples include:

No. 12 Child's Play

This video deals with the relationship between play and developmental disabilities and focuses on attitudinal issues.

No. 6 How Do Children Learn?

This video focuses on the ways in which all children learn skills and attitudes. It deals with barriers to learning, effects of early learning, and readiness for learning.

3. Cerebral Palsy

Dist. University of Wash.

This video was designed to instruct teachers and aides how to help a child with cerebral palsy achieve maximal functioning. It delineates major problems with movement and demonstrates handling techniques for children with various levels of physical ability.

4. Our Child with Down Syndrome

Dist. National Down Syndrome Congress

In this video, the experiences many parents are likely to go

through are explored as well as the importance of early education and integration into society.

5. A Beautiful Baby Boy, But . . .
   Dist. Public Broadcasting Service
   This video details the stories of specific parents, as well as examining various issues related to Down syndrome.

6. Children With Special Needs
   Dist. YAI
   This is an award winning 36-tape series designed for parents and professionals who care for infants and preschoolers with special needs. For a free brochure and detailed information, please write directly to the distributer.

Juvenile Books

One way in which children begin to understand about their world and the people in it is through books and stories. Literature can go a long way toward bridging the gap between children in integrated classrooms. A good book can be a starting point for a lesson on what it is like to live with a handicap. It can break down the stereotypes and myths which surround disabilities in our society.

The following books are written for children and concern various issues surrounding people with disabilities. They are included here for the teacher who would like to use materials about disabilities in her integrated or pre-integrated classroom.

1. Adams.
   Who Cares About Disabled People?
   A first book about people with disabilities. It explores how they are not so different from anyone else in the community and discusses how to act around them.

2. Arnold, C.
   A Guide Dog Puppy Grows Up.
   This book follows a young golden retriever as she learns to be a guide dog at a training center in California. It features full color photographs and easy text.

3. Arnold, K.
   Anna Joins In
   This is the story of a five-year old girl with cystic fibrosis. Information about the condition is well integrated into the story of Anna and her friend, Tina, as they go about doing "regular" kid things.

4. Berkus, W.
   Charlsie's Chuckle. Woodbine House Publishers, 1992.

This book tells the story of Charlsie, a young boy who has Down syndrome. It illustrates the pleasure he takes in his life and in the world around him, as well as the satisfaction he gains from learning new things. Down syndrome is not the focus of the story, merely one of Charlsie's characteristics. The book is made even more enjoyable by lots colorful photographs.

5. Bove, L.

Sesame Street Sign Language Fun, Random House, Inc., New York, New York, 1980.

This book uses sign language to describe environments all children will be familiar with, such as family, playground and school. It also includes signs for colors, emotions and more. Printed text translates the signs.

6. Brown, T.

Someone Special, Just Like You, Hold, Reinhart and Winston, New York, New York, 1982.

This book features children with differing abilities, both physical and mental, doing day-to-day familiar activities. It is designed to show how similar the needs and life experiences of all children are, whether they are disabled or not.

7. Cairo, S.

Our Brother Has Down Syndrome: An Introduction for Children, Annick Press, Toronto, Canada, M2N552, 1985. Also available from the BU bookstore.

This is a color picture book about three siblings-a boy who has Down syndrome, and his two sisters.

8. Carlson.

Arnie and the New Kid.

In this book, children at Philip's new school discover that although he uses a wheelchair, he is the same as them in many ways.

9. Cohen, M.

See You Tomorrow, Charles, Green Willow Books, New york, New York, 1983.

Children in a regular classroom learn to accept a new boy who is blind into their learning environment.

10. Dawn Press, Sign Up, Inc., Berkley, CA.

Dawn Press has published a variety of coloring books for preschool and elementary age children. They include pictures to color, as well as sign language symbols. Titles include; Sign Language House, Sign Language Animals and Sign Language Fun.

11. Exley.

What Its Like To Be Me

This book is written and illustrated entirely by young disabled children who talk about their lives and what it means to live in our society with a disability. It is written so as not to be frightening or threatening to young children.

12. Fassler.

Howie Helps Himself.

Howie has a loving family and many friends, but what he wants most of all is to make his wheelchair move all by himself.

13. Lee, J.

Silent Lotus. Farrar, Straus and Giroux, New York, NY, 1991.

Although she is unable to hear or speak, Lotus trains as a Khmer court dancer and dances out the legends of the Gods. This book is beautifully illustrated and relies mainly on the pictures to tell Lotus's story.

14. Martin, R.

The Rough Face Girl.

A retelling of the Cinderella tale in the tradition of the Algonquin Indians. The rough face girl, whose face is burned and scarred from tending the family fire, is the only young woman in the village who

is able to see the invisible being — a handsome spirit all the girls want to marry. She wins the spirit's heart and a place of honor due to her inner beauty.

15. Moss, D.

Lee, The Rabbit With Epilepsy. Woodbine House, Rockville, MD,1989.

This is a full color illustrated book which tells the story of a rabbit who has her first seizure while on a fishing trip with her grandpa. When her family takes her to the doctor, he explains what the disorder is and how they can work together to control it. This book gives children a lot of information about epilepsy in a simple and reassuring way.

16. Moss, D.

Shelly, The Hyperactive Turtle. Woodbine House, Rockville, MD,1989.

Shelly has a very hard time concentrating and sitting still. In this book, his doctor explains his condition to him and discusses how his medicine will help him to control his wiggly feelings. The book stresses how help from his doctor and love from his family make him feel better about himself.

17. Nadas, B.

Danny's Song.

This is a simple story filled with large, full color illustrations about Danny, a boy who wears braces. It explores both his and his peers' emotions when he has trouble keeping up with them. Also included are his feelings of pride and accomplishment.

18. Newth, P.

Rolly goes Exploring, Philomel Books, New York, NY, 1981.

This story is "written" using a variety of cut out shapes and braille which tell the story of everything Rolly found when he went exploring.

19. Ominsky, E.

Jon O.: A Special Boy, Prentice Hall, Englewood Cliffs, NJ, 1977.

This is a book which uses both photos and text to follow the life of a young boy with Down syndrome and how he has adjusted to being "special."

20. Piper, W.

The Little Engine That Could in braille, Howe Press, Boston, MA, 1984.

A retelling of the classic story using pictures, words and braille.

21. Potter, B. — adapted by Howard L. Roy.

The Tale of Peter Rabbit in Signed English, Gallaudett College Press, Washington, D.C., 1975.

The story of Peter Rabbit told in printed words with accompanying sign.

22. Rabe, B.

Where's Chimpy?, Albert Whitman & Co., Niles, IL, 1988.

This is a picture book which shows Misty, a girl with Down syndrome and her father reviewing their day's activities in their search for her stuffed monkey.

23. Rabe, B.

The Balancing Girl, E.P. Dutton, New York, NY, 1981.

This book tells the story of a young girl who is talented at balancing objects while in her wheelchair or on crutches.

24. Rogers.

Luke Has Asthma Too.

This book is written for very young children. It explains asthma and its symptoms in simple and non-threatening terms through a story about Luke, a boy who has the condition. It also includes a message for parents and a list of resources.

25. Rosenburg, M.

My Friend Leslie, Lothrup, Lee and Shepard Books, New York, NY, 1983.

This is a photo story which explores two friends and their first day in kindergarden. Leslie is multiply handicapped and is also the best reader in the class.

26. Sargent.

My Favorite Place.

This book describes the multisensory experiences of a young child on a trip to the seashore. The fact that this child is visually impaired is introduced gradually into the story.

27. Schwier, K. M.

Keith Edward's Different Day.

This book is about a young boy who meets a man with Down syndrome, a woman who uses a wheelchair and a girl who wears a helmet because she has seizures. The people with disabilities are portrayed in active and ordinary roles and Keith enjoys meeting them. A parent/teacher guide is provided to help provoke and answer children's questions.

28. Simon, N.

Why Am I Different? , Albert Whitman & Co., Chicago, IL,1976.

This book includes lots of pictures and descriptions of children who are "different" in a variety of ways.

29. Stefanik.

Copy Cat Sam.

A young boy learns to be friends with the boy next door, even though at first Sam's Down syndrome is an obstacle to their relationship.

30. Stein, S.B.

All About Disabilities, An Open Book for Parents and Children

Together, 2nd. Edition. Walker and Co., New York, NY, 1984.

This is the story of two friends, one of whom is handicapped. It explores how a young child might begin to worry that she will become handicapped. Pictures are introduced gradually and are well-integrated with the text. There is a separate adult text in small letters which accompanies the story.

31. Thompson, M.

My Brother, Matthew, Woodbine House, Rockville, MD, 1990.

This is an illustrated story of love and understanding between two siblings, one of whom has Down syndrome. The other brother sometimes feels left out and unappreciated. He is also the closest person to Matthew; he knows all his secrets and can understand him even better than their mom and dad.

32. TURTLE BOOKS

Jason & Nordic Publishers,
P.O. Box 441
Hollidaysburg, PA.

These books by various authors are written specifically for children with disabilities, their relatives and friends. They are available both in hardback and soft cover versions. Information is available from the publisher. Some examples include:

Cookie by L. Kneeland: Molly is a four-year old with Down syndrome who is frustrated by problems in communicating her needs. When a speech therapist introduces her to sign language, she begins to be able to express herself.

Danny and the Merry-Go-Round by N. Holcomb: This is a story about the self and social acceptance of a young boy with cerebral palsy. In it, a young non-disabled girl meets Danny at the playground. Through their interaction they come to understand one another and themselves better.

VIDEO

1. SIGN ME A STORY

Available from the BU bookstore

Little Red Riding Hood and Goldilocks is told in both English and ASL.

Other Books

These are books for which specific information was unavailable, but which may still prove useful to the professional in search of further information.

1. Adams, B.
Like it is: Facts and Feelings About Handicaps from Kids Who Know, Walker Books, New York, 1979.

2. Adcock, D., Segal, M.
Play Together, Grow Together: A Cooperative Curriculum for Teachers of Young Children. Mailman Family Press. 1983.

3. Allen, E.
Mainstreaming in Early Childhood Education. Delmar Publishers, 1980.

4. Biklen, D.
Schooling Without Labels: Parents, Educators and Inclusive Education. Temple University Press, 1992.

5. Cook, R.E., Armbruster, V.B.
Adapting Early Childhood Curricula: Suggestions for Meeting Special Needs. Mosby-Year, St. Louis, 1982.

6. Day, D.
Early Childhood Education: A Human Ecological Approach. Scott-Foresman, 1983.

7. Denier, P.
Resources for Teaching Young Children With Special Needs. Harcourt Brace Jovanovich, 1983.

8. Gallagher, J., Trohanis, P. & Clifford, R.
Policy Implementation and PL 99-457: Planning for Young Children With Special Needs. Exceptional Parent Press, 1989.

9. Grant, J.
The Hearing Impaired: Birth to Six. Little Brown Publishers,1987.

10. Ground, C.L., Yeager, B.
From Accident to Design: A Dual Program Approach to the Integration of Preschool Children In Berres, M.S., Knoblock, P. (Eds.) Program Models for Mainstreaming: Integrating Students with Moderate to Severe Disabilities. Aspen Systems Corporation, 1987.

11. Guralnick, M.J.
Early Intervention and the Integration of Handicapped and Non-Handicapped Children. University Park Press, 1981.

12. Krout, R.
Music Therapy in Special Education: Developing and Maintaining Social Skills Necessary for Mainstreaming. MMB Music Publisher, 1986.

13. Safford, P.
Integrated Teaching In Early Childhood: Starting in the Mainstream. Longman, Inc., 1989.

14. Stainbeck, S.
Integration of Students with Severe Handicaps Into Regular Schools. Council for Exceptional Children, 1985.

15. Striefel, S.
Functional Integration For Success: Preschool Intervention. Pro-Ed, 1990.

16. Thurman, S.K.
Young Children With Special Needs: A Developmental and Ecological Approach. Allyn & Bacon, 1985.

17. Vaughan, M., Shearer, A.
Mainstreaming in Massachusetts: How Special Education Became Ordinary in One State in America. James Loring & Graham Burn Publishing,1975.

18. Yohalem, D.
94-142 and 504, Numbers that Add up to Education Rights for Children with Disabilities: Guide for Parents and Advocates. Children's Defense Fund, 1989.

General Resources

Listed in this section are organizations who may be able to help you with specific problems, concerns or needs. They are listed according to function and/or affiliation. Also included are the names and addresses of journals, publishers and organizations which may provide you with further information and/or materials, and the addresses of the distributors for the videos listed in this manual.

LOCAL ORGANIZATIONS AND AGENCIES

Massachusetts Department Of Education
1385 Hancock St.
Quincy, MA 02169
Early Childhood (617) 770-7566
The department offers publications, trainings and other information on the subject of integration.

Massachusetts Office For Children
Central Office
Ten West St., 5th floor
Boston, MA 02111
(617) 727-8900
The Office for Children liscences daycare providers in the state of Massachusetts. It can provide information about the legalities of compliance with public and state laws concerning integration. Current guidelines are published on a regular basis and may be obtained directly from the office or from the State House bookstore.

The New England Resource Access Project (RAP).
Educational Development Center
55 Chapel St.

Newton, MA 02160
(617) 969-7100, ext. 313

RAP provides information regarding integration in Head Start programs. It sponsors workshops and yearly conferences on issues related to children with special needs. It also offers resource materials on specific disabilities and on subjects relevent to integration. Technical assistance on-site or over the phone is available, as well as information about advocacy, behavior management and child find.

The Northshore ARC
64 Holten St.
Danvers, MA 01923
(508) 762-4878

The ARC offers diverse services to families and professionals. These include early intervention, an autism center, adult services and advocacy. Trainings and special programs are also a part of the ARC's menu.

Information Center for Individuals with Disabilities
Fort Point Place
27-43 Wormwood St.
Boston, MA 02210-1606
(800) 462-5015

This clearinghouse provides specific information for help with disability related issues. Staff offer referral services and problem solving assistance.

Federation for Children with Special Needs
95 Berkeley St., Suite 104
Boston, MA 02116
(617) 482-2915

The federation provides parents and professionals with information, training and workshops on a wide range of topics concerning children with special needs.

Enable, INC.
3 Randolf St.
Canton, MA 02021

Enable provides services to both adults and children who have disabilities, their families and the professionals who work with them. It is made up of seven comprehensive programs, including early intervention and an integrated preschool setting. For up-to-date information on their many projects, please contact ENABLE directly.

NATIONAL ORGANIZATIONS

The ARC
500 E. Border St.
Suite 300
Arlington, TX 76010
(800) 433-5255

The national ARC (Association for Retarded Citizens) is the overseer of a network of smaller regional organizations through out the country. They can assist families and professionals seeking information or help on a variety of topics. They also offer their own small clearinghouse of "fact sheets."

Association for the Care of Children's Health
7910 Woodmont Ave.
Suite 300
Bethesda, MD 20814
or
3615 Wisconsin Ave. NW
Washington D.C. 20016
(202) 244-1801

The Association is an advocacy group which works for better and more family-centered health care for children. They have some printed resources available, including a national resource catalog.

The Children's Defense Fund

122 C St. N.W.
Washington D.C. 20001
(800) 424-9602

This is a national advocacy group which is active in influencing laws which relate to children, and the allocation of funds to programs who serve them. They focus on minority, economically disadvantaged and disabled children. They publish a variety of advocacy guides, posters, pamphlets and an annual report.

The Council For Exceptional Children

1920 Association Dr.
Reston, VA 22091
(800) 845-6CEC

The CEC is an organization made up of professionals and parents who are concerned with issues relating to special needs. They hold annual conferences and offer publications, support networks and special interest groups.

The PACER Center (Parent Advocacy Coalition for Educational Rights)

4826 Chicago Ave., South
Minneapolis, MN 55417-1055
(612) 827-2966

This is a training and information center for and about children with disabilities. Although their services are limited to the Midwestern states, their publications are available nationally. Please contact them for current listings according to your specific interests.

SAFE, Inc. (Schools Are For Everyone)

Box 583
Syracuse, NY 13210

SAFE is an advocacy group which stresses that the classrooms of America should represent the children of America. They believe that inclusion is a right, not a privilege, and that a child with a

disability should be able to go to the same school she would attend if she did not have a handicapping condition. SAFE works toward classrooms which are heterogeneous in all ways.

Educational Equality Concepts
114 East 32nd St.
New York, NY 10016
(212) 725-1803

This is an organization developed to foster anti-bias curriculum. Curriculum guides and materials which focus on equality issues are available from the EEC. They also feature material relating specifically to early childhood and integration.

National Down Syndrome Congress
1800 Dempster St.
Park Ridge, Ill 60068-1146
(800) 232-6372

This congress provides a wealth of information on Down syndrome to the public. Founded by parents, it is also an excellent advocacy group. It publishes a newsletter and has various materials available to parents and professionals at low or no cost.

National Center for Clinical Infant Programs
2000 14 th St.
Suite 380
Arlington, VA 22201-2500
(703) 528-4300

This center offers a variety of information from an interdisciplinary team of specialists including the fields of child development, mental health, pediatrics and community leadership. They have several handbooks available to professionals and/or parents.

VIDEO DISTRIBUTORS

1. Aims Media, Inc.
   37 Ground Pines Rd.
   Morris Plains, NJ 07950

2. Agency For Instructional Television
   Box A
   Bloomington, IL 47401

3. Carosel Films, Inc.
   241 East 34 th St.
   Room 304
   New York, NY 10016

4. Charles E. Merrill Publishing Company
   1300 Alum Creek Dr.
   Columbus, Ohio 4321

5. Filmakers Library, Inc.
   133 East 58 th St.
   New York, NY 10022

6. High Scope Educational Research Foundation
   600 N. River St.
   Ypsilanti, MI 48197

7. Lucerne Films, Inc.
   37 Ground Pines Rd.
   Morris Plains, NJ 07950

8. National Down Syndrome Congress
   1800 Dempster St.
   Park Ridge, IL 60068-1146

9. Public Broadcasting Service
   475 L'Enfant Plaza, SW
   Washington D.C. 20024

10. Research Press Company
    Box 317720
    Champaign, IL 61820

11. University of Nebraska
    University Television
    Attention: General Manager
    60th and Dodge
    Omaha, NE 68182

12. University of Washington
    Attention: Instructional Media Services
    Seattle, WA 98195

13. University Park Press
    300 North Charles St.
    Baltimore, MD 21201

14. Wheelock College
    200 The Riverway
    Boston, MA 02215-4176

15. YAI
    460 W. 34th St.
    New York, NY 10001

PUBLICATIONS

These publications are listed for your assistance in both obtaining information and articles from this manual as well as for your general interest. They contain the latest news in many areas of early

childhood, concerning both children with and without disabilities. Sample copies and subscriptions along with specific reprints can be obtained by writing to the following addresses:

JOURNALS AND MAGAZINES

1. Childhood Education
   Association for Childhood Education International
   11141 Georgia Ave.
   Suite 200
   Wheaton, MD 20902

2. Children Today
   US Office of Health and Human Services
   Office of Human Development Services
   200 Independence Ave. SW.
   Room 348-F
   Washington D.C. 20201

3. Early Childhood Teacher
   Scholastic, Inc.
   730 Broadway
   New York, NY 10003

4. Exceptional Children
   Council for Exceptional Children
   1920 Association Dr.
   Reston, VA 22091

5. Exceptional Parent
   Monthly magazine for parents, but relevant for professionals as well.
   Exceptional Parent
   P.O. Box 3000 Dept. EP
   Denville, NJ 07834-9919

6. Journal of Early Intervention
   Council for Exceptional Children
   Division for Early Childhood
   Special Press
   11230 West Ave.
   Suite 23205
   San Antonio, TX 78213

7. Principal
   Board of Jewish Education of Greater New York
   426 W. 58th St.
   New York, NY 10019

8. Teaching Exceptional Children
   Council For Exceptional Children
   1920 Association Dr.
   Reston, VA 22091

9. Topics in Early Childhood Special Education
   PRO-ED
   8700 Shoal Creek Blvd.
   Austin, TX 78758

10. Young Children
    National Association for the Education of Young Children
    1834 Connecticut Ave. NW.
    Washington D.C. 20009

11. Zero To Three
    National Center for Clinical Infant Programs
    2000 14th St., N.
    Suite 380
    Arlington, VA 22201-2500

NEWSLETTERS

1. VIP Newsletter
   Blind Children's Fund
   144 Hancock St.
   Auburndale, MA 02166
   (617) 332-4014

2. Family Support Bulletin
   United Cerebral Palsy Association, Inc.
   UCPA Governmental Activities Office
   1522 K St. NW
   Suite 112
   Washington D.C. 20005

3. Disability Issues (also available on cassette tape)
   Fort Point Place
   27-43 Wormwood Ave.
   Boston, MA. 02210-1606

4. TASH New England Newsletter
   c/o Debra Hultgren
   P.O. BOX 207
   Storrs, CT 06268
   (There is also a national journal published by TASH-The Association for People with Severe Handicaps)

5. IMPACT
   Magazine Resource for Families with Exceptional Children
   St. Coletta's of Mass., Inc.
   400 Washington St.
   Hanover, MA 02339

6. The Early Childhood Network
   28 Ivy Rd.
   Belmont, MA 02178
   (617) 489-3406

SPECIALIZED RESOURCES

The resources listed in this section provide various services and opportunities which the professional can take advantage of. They are unique in the assistance they provide. Some are clearinghouses for information. Others can arrange workshops or financial assistance. Still others offer special activities and ideas for children.

CLEARINGHOUSES

ERIC DIGESTS

An ERIC Digest is a short report which provides a basic introduction to a specific topic, an overview, and pertinent references. They are public domain and may be freely duplicated. Each digest is one dollar and may be ordered by sending a request along with a cheque to:

ERIC Clearinghouse
On Handicapped and Gifted Children
1920 Association Dr.
Dept. K20845
Reston, Virginia
22091-1589

Relevent topics and their order numbers include:

E450 Preschool Services for Children with Handicaps
E497 Communicating with Culturally Diverse Parents of Exceptional Children
E366 Being at Ease with Handicapped Children
E406 Fostering Peer Acceptance of Handicapped Students
E420 Disabilities: An Overview
E457 Down Syndrome
E456 Educating Exceptional Children
E454 Emotional Disturbances

E423 Mental Retardation
E311 Severe Disabilities
E446 Child Abuse and the Handicapped Child

The Arc

500 E. Border St.
Suite 300
Arlington, TX 76010
(800) 433-5255

The Arc provides short "fact sheets" on a variety of handicapping and disabling conditions. For a detailed list, please contact The Arc directly.

National Information Center for Children and Youth with Disabilities

P.O. Box 1492
Washington D.C. 20013-1492
(800) 999-5599

NICHCY provides a varied list of informational brochures, summaries and digests. Topics covered include legal issues, disability information, transition issues, public agencies and parent's needs. Single copies of NICHCY information are free to parents and professionals and duplication permission is not required. For a current publication list, please write to or call NICHCY directly.

New England INDEX

The Shriver Center UAP
200 Trapelo Rd.
Waltham, MA 02254
(617) 642-0248 Voice and TDD
(617) 642-0122 FAX

The INDEX provides a wealth of information on developmental disability services. Their database includes all relevant programs, facilities and resources available in the Commonwealth. They also offer consulting services and conduct research on ways in which

they and other service providers can improve their ability to meet community needs.

Information Center for Individuals with Disabilities

Fort Point Place
27-43 Wormwood St.
Boston, MA 02210-1606
(800) 462-5015
(617) 727-5540

This center provides information for people with disabilities and on-going health concerns. They can help to locate schools, financial assistance, equipment, and support groups. Other information available includes legal assistance, rehabilitation services, accessible recreation, transportation, and much more. They also publish a monthly newsletter which is free and available in printed form or on cassette tape.

WORKSHOPS

National Federation for Children with Special Needs

The federation provides workshops on a variety of topics, some of which are relevant to professionals who are educating children with disabilities. These include: Information on the Americans with Disabilities Act, integration, and family issues. Please call the local office for information on attending upcoming events or to request a workshop in your home town (see address and phone number under the heading "organizations").

Preschool Enrichment Team, Inc.

1391 Main St.
Suite 822
Springfield, MA 01103-1619
(413) 736-3900
Jackie Quirk — current special needs coordinator

The Preschool Enrichment Team, along with a variety of other

services, offers annual trainings on including children with diverse ability levels in preschool classrooms. There is also a special needs coordinator who can work with providers to custom design training to specific needs. For further information, please contact the team directly.

First CHANCE

c/o Enable, Inc.
3 Randolph Street
Canton, MA 02021
(617) 828-7497

First CHANCE provides a variety of work shops at local program sites to help professionals acquire the skills to provide educational, therapeutic and supportive services to children with special needs and their families. First CHANCE supports educators in their efforts to integrate their classrooms and offers technical and follow-up assistance.

It also sponsors annual conferences so that the child care and early intervention service providers can meet to discuss mutual concerns, and a training program for individuals interested in becoming trainers themselves.

Examples of the courses follow, but interested professionals are encouraged to contact First CHANCE directly for more current information.

Fostering Creativity in Young Children

This course focuses on enhancing each child's unique creative spirit. It trains teachers in curriculum designed to celebrate the child's expression of herself.

Celebrating Differences In Development

This course focuses on the range of developmental differences between children and gives suggestions to professionals on how to accommodate these differences. Participants explore how to adapt the environment, curriculum and classroom communication style to meet a variety of student needs.

CHILDREN'S' ACTIVITIES/CURRICULUM

Finding Another Way

This is an anti-bias curriculum in which students are asked to problem solve and come up with new ways to think about issues and difficulties. It uses puppets, sensory awareness experiences, stories and discussion to generate positive images of all children. Finding Another Way stresses connections between children — it does not discuss children with disabilities as "they." Instead, it is designed to help all children increase their self-esteem and to feel positive about their abilities. A curriculum guide, educational materials, and inservice training is available from Enable, Inc. (address listed under local organizations).

Kids On The Block Puppets

The Kids On the Block are life size puppets, some of whom have disabilities. They are designed to teach children about what it is like to be handicapped. Shows vary according to topic, but all are authentic, believable and written to generate questions from the audience. The questions are directed to the puppets themselves who answer in ways that promote understanding. A "sensitivity packet" is provided to schools before each scheduled performance so that teachers can spend time preparing their classrooms for the issues the show will raise. For further information, please contact the Northshore ARC.

Boston's Children Museum

300 Congress St.
Boston,MA 02210

Although the museum's exhibit on disabilities is currently traveling, it does offer a rental service of "What if You Couldn't?", a kit designed to sensitize children to six different types of handicapping conditions. With these kits, children can explore what it might be like to have hearing impairments, visual impairments, emotional disturbances, mental retardation, learning disabilities and orthope-

dic disabilities. The kits can be rented as a complete unit or separately.

FINANCIAL

Child Care Capital Investment Fund

The purpose of the Child Care Capital Investment Fund is to meet the need of non-profit child care providers for adequate child care facilities and equipment while they build their buisness management and marketing capacity. The Fund offers financing of $1,000.00 to $100,000.00 in loans and loan guarantees for facilities-related projects. It also features technical assistance to help providers plan and manage capital projects and strengthen their buisness planning and marketing. The Fund's resources can be used to plan and carry out projects that will ensure access for children with special needs, such as purchasing equipment or installing elevators and ramps. For more information about the Fund, eligibility criteria, and how to apply, please contact the organization directly.

Hedda Rubin-Project Manager or
Jennifer Posner, Outreach Coordinator
Child Care Capital Investment Fund
c/o Technical Development Corporation
30 Federal St., Fifth floor
Boston, MA 02110
(617) 728-3028

Internal Revenue Service

Programs who must alter their sites to accommodate children with special needs may be eligible for tax deductions from either the *Tax Deduction to Remove Architectural Barriers to People with Disabilities and Elderly Individuals* (Title 26, Internal Revenue Code, Section 190) or the *Disabled Access Tax Credit.*

These deductions may apply to structural alterations as well as the provision of auxiliary aids and services. Please contact your local

IRS for specific information, or write

Internal Revenue Service
Office of the Chief Counsel
P.O. Box 7604, Benjamin Franklin Station
Washington D.C. 20044

IN PRINT

Handicapped Funding Directory. A Guide To Sources of Funding In The United States For Programs And Services For The Disabled. Edited by Richard M. Eckstein. 1990.

This is the seventh edition of this handy and helpful financial resource book. It lists over 1,200 corporations, associations and foundations which allocate grants to non-profit organizations. It also gives practical help with grantsmanship and discusses federal programs. It is available through the Special Needs Project and the Charlesbank Bookstores (addresses of both are listed in the resources section).

THE AMERICANS WITH DISABILITIES ACT

American Speech-Language-Hearing Association
(800) 638-8255

Provides fact sheets and videos on communications for service providers who are working toward compliance with the ADA. Ask for information pertaining to "day care centers."

The Arc
(800) 433-5255

Provides a manual tentatively titled "Opening the Door-complying with the ADA to Include Children With Disabilities in Regular Childcare Settings." Also provides a fact sheet on compliance, what the benefits are and how to accomplish it.

Implementing the Americans with Disabilities Act-Rights and Responsibilities for All Americans. Edited by Lawrence O. Gostin

and Henry A. Beyer. Paul H. Brookes Publishing Co., Baltimore, MD. 1993.

This book is a thorough exploration of the ADA and what its ramifications are for businesses, service providers, schools, builders, transportation officials and those with disabilities themselves. Detailed strategies for implementation are given.

EQUIPMENT/TOYS

The following catalogs/handbooks provide toys and adaptive equipment for children with a variety of special needs. Some may offer suggestions for ways to alter existing toys, or to build your own special equipment.

1. JESANA, Ltd.
   P.O. Box 17
   Irvington, NY 10533

   This catalog includes alternative communication devices, mobility toys (such as a hand pedaled tricycle), outdoors equipment (modified swings), adapted toys and books.

2. Kapable Kids
   P.O. Box 250
   Bohemia, NY
   (800) 356-1564

   Subtitled as "toys for ALL children," this catalog includes creative selections for children with and without disabilities. It also includes guidelines for choosing toys for children who have specific types of disabilities. Toys are referenced by which skills they are designed to promote. These include perception, manipulation, movement, communication and others.

3. Oppenheim Toy Portfolio, Inc.
40 East Ninth St., 14M
New York, NY 10003
(212) 598-0502

This is a general consumer guide to toys, videos, books and games for children. In each issue is a regular feature called "Using Ordinary Toys With Special Needs Kids." The authors review toys which can be adapted at low or no cost to be suitable for children with disabilities. For a year's subscription, send $12.00 to the above address with your request.

4. Therapeutic Toys, Inc.
91 Newberry Rd.
East Haddam, CT 06423
(800) 638-0676

This catalog is targeted for children six months to four years of age. Toys and equipment center around the development of fine and gross motor skills. Items include switch activated toys, and toys which utilize vibration, lights and music to encourage responses in children. The catalog is a combination of items from other companies and Therapeutic Toys own exclusive line.

5. Charlesbank Bookshops
B.U. Bookstore Mall
660 Beacon St.
Boston, MA 02215

Their Special Needs Selection Catalog offers placemats with pictures which relate to specific disabilities and might prove to be a fun addition to snack time. Also offered are placemats with learning activities on them. Examples include placemats decorated with the braille or sign language alphabet, animal families, colors and time telling.

6. Toys For Special Children
385 Warburton Rd.
Hastings-on-Hudson, NY 10706
(914) 478-0960

This catalog provides a variety of toys for use with children who have varying levels of disability. There are switches which can be used to adapt ordinary toys as well as toys which are designed to be switch activated. Some of these are quite imaginative-including musical toys and a train set.

7. Bell
2096 S. Church St.
P.O. Box 135
E. Troy, WI 53120

This is a catalog full of items which promote large muscle activities. It includes balance beams, playground equipment, floor games and foam platforms.

8. Constructive Playthings
1227 East 119th St.
Grandview, MI 64030-1117

This catalog contains a variety of toys for early childhood programs. All toys are organized into sections by what type of skill they promote. Categories include pretend play, abstract concepts, perception and language.

9. Hal's Pals
P.O. Box 3490
Winter Park, CO 80482

This catalog features toys, equipment and materials for use with children who have a variety of special concerns.

10. Burkhart, L.
Homemade Battery-Powered Toys And Educational Devices for Severely Handicapped Children-3rd Edition.

Using this book, anyone can make simple switches and toy

adaptations for use with children who have limited motor skills or mobility. It includes easy directions, illustrations, and suggestions for activities.

11. Burkhart, L.
More Homemade Battery Devices For Severely Handicapped Children, With Suggested Activities.
This book offers more projects which are easy to make and "low-tech" to use. As with Ms. Burkhart's first book, curriculum suggestions are included.

PUBLISHERS/BOOK CATALOGS

Since many of the publishers who handle books pertaining to disabilities are small, locating their inventory can be difficult. These resources may help you locate hard to find books as well as provide you with additional titles.

1. The Special Needs Project
1482 E. Valley Rd., #A-121
Santa Barbara, CA 93108
(800) 33-6867
This organization specializes in assisting consumers who are searching for books specifically related to physical and mental disabilities. Upon request, you will receive a catalog of their current offerings which include many hard to find books. They will also assist you in finding books which are not on their current list.

2. Charlesbank Bookshops
BU Bookstore Mall
660 Beacon St.
Boston, MA 02215
(617) 353-5197
This bookstore provides customers with a "Special Needs

Selection Catalog" which lists all books available through BU which pertain to this topic. An order form is included.

3. Woodbine House
5615 Fishers Lane
Rockville, MD 20852
(800) 843-7323

This publishing company offers a catalog of its in-house special needs publications. It can be ordered by phoning them directly. This is an easy way to access Woodbine's extensive line of books on and for young children with disabilities.

4. Paul H. Brookes Publishing Company
P.O. Box 10624
Baltimore, MD 21285-0624
(800) 638-3775

For fourteen years PHB has specialized in publishing books in the human service field. Targeted to the professional, these books may be ordered directly from the publisher.

A Final Note...

This bibliography is only part of the beginning struggle toward an inclusive school system. Every day there are new theories, articles, ideas and strategies for educators to use in their attempts to provide ALL children with an equal education. The journals and other publications listed here are good places to find the newest information on the topic which is particularly relevent to preschool and daycare providers.

In the field of early childhood lies the opportunity to start children off, from their earliest experiences in the classroom, with feelings of belonging, self worth, tolerance and community acceptance. It is by fostering these emotions in our children that we will see this society become not just "mainstreamed," but integrated in the fullest sense of the word.

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United Way of Massachusetts Bay

CHILD CARE INITIATIVE

Child Care Initiative Funding Collaborative:
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